

HIST 359-01: War, Peace, and Memory in America (3 credit hours)

Dr. Sarah Myers

Fall 2020

Description: This course offers a study of how the experience of war has shaped Americans' identities and definitions of citizenship. Themes include the incorporation of women into the military, gender roles, propaganda, PTSD and its precursors, veteran studies, and social movements for peace. Readings provide an investigation into how wars that Americans have fought are remembered in the collective memory, whether through national narratives, in the media, or in popular culture. The chronological focus is on the American Revolution, Civil War, the world wars, Cold War era, the all-volunteer military, and current issues. Class discussions will be based on assigned books, articles, primary sources, and films. During the semester, you will engage with the collective memory of war and peace as you examine questions of whose histories are remembered and forgotten, the ways myths of war are created for political purpose, definitions of heroism, and how memories of war shift over time.

Required Texts:

E.B. Sledge, *With the Old Breed: At Peleliu and Okinawa*. Any Edition.
Primary sources and other readings available on Canvas.

Assignments and Grading:

Discussion (20%)
Reading Questions (15%)
Quiz 1 (10%)
Quiz 2 (10%)
Public History Project (45%)

Grade Breakdown:

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|----------|----------|----------|----------|---------------|
| 93-100 A | 87-89 B+ | 77-79 C+ | 67-69 D+ | 59 or below F |
| 90-92 A- | 83-86 B | 73-76 C | 60-66 D | |
| | 80-82 B- | 70-72 C- | | |

Discussion (20%)

This course is discussion and writing based so you should be prepared for participation on a daily basis. Come to class prepared to discuss the required readings and assignments. Ask questions about the authors' arguments and make connections between class discussions, films, and reading assignments. You are graded on participation in discussion. If you are not in class, you will not receive a grade for that day because you were unable to participate in the discussion.

Reading Questions (15%)

You will contribute reading reflections weekly on Canvas. Sometimes there will be writing prompts over assigned readings/films/podcasts and you will write a 100-200 word reflection. Other times you will create a discussion question with answers. Be prepared to share these discussion questions and answers in-class. Create open-ended questions that will generate discussion. Your questions should show evidence that you are thinking critically about the authors' arguments and use of evidence. For the reflection portion, briefly explain the importance of the authors' writing (what it contributes to the class and our understanding of war, peace, and memory.)

Quizzes (10% each)

This are in-class quizzes taken on Canvas where you will short questions on material covered in the course, from the readings to film clips to discussions. You will answer these questions without the use of notes or other materials. The purpose of these quizzes is to connect the major themes and ideas of the

course, while analyzing historians' arguments about war, peace, and memory.

Missed Quizzes

-You are responsible for knowing the dates of the quizzes that are posted on Canvas.

-If you know in advance that you will miss one of these, you must notify me ahead of time and provide official documentation (such as a doctor's note or university letter). I will then make arrangements for you to take the quiz before the missed date or **up to one week** after the missed date.

-If there is an emergency and you miss the quiz, you are still required to show documentation of that emergency and you have **one week** after the quiz to make it up.

Public History Project (45%)

All assignments should be submitted to Canvas.

Citation Style: Chicago

Late Policy: 10% taken off for each day the assignment is late, including weekends.

Project: You will create a podcast episode that is 10 to 15 minutes in length. Podcasting is audio storytelling and makes history accessible to the general public. Since this course addresses the ways histories have been constructed and remembered in national narratives and public memory, your project's purpose is to educate a general audience. You might be disrupting a "myth" or revealing a hidden back story or drawing attention to an important but overlooked aspect of a historical moment or individual. Think about the historical context of the issues you are interested in discussing. For this project, you will want a topic that is interesting to you and that you enjoy discussing with others. Your episode should clearly support your thesis-driven argument with your use of primary and academic source evidence. Be sure to consider your argument from multiple perspectives and describe how it fits in with larger academic debates surrounding war, peace, and memory. You need to show your ability to evaluate primary and secondary sources and use them to establish the validity of your thesis. A rubric for this assignment will be posted on Canvas and you will be graded on format and sound quality, overall content, narration, storytelling.

Individual/Group Option: You can work on this podcast episode as an individual or in a group of 2 or 3. If working in a group, see the additional requirements for each part of the project below.

CHECKLIST FOR PUBLIC HISTORY PROJECT:

Topic Proposal and Annotated Bibliography – In around 500 words, describe the main theme of your podcast episode and the basic research questions that you hope to explore or discover. Include a discussion of your approach/format for the podcast: conducting an interview(s)? Roundtable discussion? Tell a story? etc... Listen to other podcasts for examples/ideas/inspiration. Annotated Bibliography: You should have primary sources and academic sources (beyond those used in class) and explain how these sources will help you answer those research questions. Each source should have a description of the main arguments of the source and how it will contribute to your topic.

*Individual: 2 primary and 3 academic sources

*Group of 2: 4 primary and 6 secondary sources

*Group of 3: 6 primary and 9 secondary sources

Working Thesis and Outline of Script – Draft an outline and create a working thesis statement about what you hope to argue about war, peace, and memory history. You need to have read through all of your sources prior to drafting the outline of your paper. Make it clear why your research is significant. Outline the major themes and talking points of your podcast episode: Introduction, Historical Context/Background, Major Points, and Conclusion. Show how your sources will help build your argument. If you are including an interview, you need to describe how the person is an expert witness,

what insights they will contribute to your project, and include the questions you will ask this person.

Social Media Post – Create a post that is accessible to the general public that will advertise some aspect of your podcast episode – it can be something you have in mind for a social media site like Twitter, Instagram, Facebook, etc. It should be 150-250 words of original content. (If you want to include a quote, it is not a part of this word count). In your post, explain the basics of who, what, where, when, and why it is significant in the context of the history of war, peace, and memory. Include a bibliography with 3 sources for post content and images. Submit the post and bibliography in a Word document or pdf on Canvas.

*Group of 2 or 3: Each member should create their own social media post on a different aspect of the project.

Rough Draft – Your podcast episode should open with a hook (specific story, quote, a problem to solve, a question to answer, etc) that catches the attention of the reader. It can be “rough” in the sense that you don’t yet have music, sound effects, or other transitions. Your episode should clearly support your thesis with your use of source evidence. Be sure to consider your argument from multiple perspectives. Organize material in a clear manner.

*Individual: 7 mins

*Group of 2 or 3: 12 mins

Final Draft – Based on student and instructor feedback, edit your podcast episode into a final version. You will be graded based on how clearly and effectively you argue your thesis. You should have a thesis, support your thesis with evidence, consider different perspectives, and use analysis that shows critical thinking.

*Individual: 10 to 15 minutes

*Group of 2 or 3: 15 to 20 minutes

Trigger Warning

This class will cover intense themes that might surprise or disturb you, so I wanted to issue a brief trigger warning. Discussions will include sensitive topics including but not limited to racism, death, sexual assault, violence, religion, politics, and cultural beliefs.

SCHEDULE

WEEK ONE: Intro

Wed, Aug 26 – Intro to Class + Kieran and Martini, “Introduction” in *At War*

Fri, Aug 28 – David Glassberg, “Public History and the Study of Memory,” *The Public Historian*

WEEK TWO: American Revolution and Civil War

Mon, Aug 31 – Sarah Purcell, *Sealed with Blood*, Chapter 1

Wed, Sept 2 – Chapter from Charles B. Dew, *Apostles of Disunion*

Fri, Sept 4 – Sources on Harriet Tubman and cross-dressing soldiers; “Did Civil War Soldiers have PTSD?” article

WEEK THREE: Civil War

Mon, Sept 7 – Chapter 1, “Dying” from Drew Gilpin Faust, *This Republic of Suffering*

Wed, Sept 9 – James McPherson, “Long-Legged Yankee Lies: The Southern Textbook Crusade,” in *The Memory of the Civil War in American Culture* (2004), pages 64-78.

Fri, Sept 11 – **Proposal and Annotated Bibliography Due**

WEEK FOUR: World Wars

Mon, Sept 14 – Article on *Free State of Jones* and David Blight excerpt from *Race and Reunion*

Wed, Sept 16 – Chapter from Adriane Lentz-Smith's *Freedom Struggles: African Americans and WWI* (on library website)

Fri, Sept 18 – John Kinder, “Iconography of Injury: Encountering the Wounded Soldier’s Body in American Poster Art and Photography of World War I” in *Picture This*

WEEK FIVE: World Wars

Mon, Sept 21 – Lisa Budreau, “The Politics of Remembrance: The Gold Star Mothers' Pilgrimage and America's Fading Memory of the Great War”

Wed, Sept 23 – Chapter from Leisa Meyer, *Creating GI Jane* and Chapter from Farber and Bailey, *First Strange Place*

Fri, Sept 25 – Chapter from Allan Berube, *Coming Out Under Fire*

WEEK SIX: World War II

Mon, Sept 28 – Articles on Rosie the Riveter and on Japanese Internment

***Working Thesis and Outline Due**

Wed, Sept 30 – E.B. Sledge, *With the Old Breed* (Read Intro and Part I)

Fri, Oct 2 – E.B. Sledge, *With the Old Breed* (Read Part II)

WEEK SEVEN: The Cold War

Mon, Oct 5 – Discussion of *The Pacific*

Wed, Oct 7 – Heather Stur, “The War Stories We Tell” and Michael C. C. Adams “Postwar Mythmaking” article

Fri, Oct 9 – Quiz 1

WEEK EIGHT: The Cold War/Vietnam

Mon, Oct 12 – Chapter 1 from Vine Deloria, Jr., “Custer Died for your Sins: An Indian Manifesto” (1969)

Wed, Oct 14 – Grace Cho, “Diaspora of Camptown: The Forgotten War’s Monstrous Family”

Fri, Oct 16 – Continued discussion of Korean War

WEEK NINE: Korea

Mon, Oct 19 – Matthew W. Dunne, “Korean War POWs and a Reevaluation of the National Character” in Ch 3 of *A Cold War State of Mind*

Wed, Oct 21 – Audacity Tutorial

Fri, Oct 23 – Discussion of Podcasts

WEEK TEN: Vietnam

Mon, Oct 26 – Social Media Post discussion

*Social Media Post Due

Wed, Oct 28 – Tim O’Brien, “On a Rainy River” and “How to Tell a True War Story” from *The Things They Carried*

Fri, Oct 30 – Watch *Dear America: Letters Home from War*

WEEK ELEVEN: Vietnam

Mon, Nov 2 – Chapter from Kara Dixon Vuic, *Officer, Nurse, Woman* (on library website)

Wed, Nov 4 – Continued discussion of Vietnam

Fri, Nov 6 – Jerry Lembcke, Chapter 5 and Chapter 10 of *The Spitting Image: Myth, Memory, and the Legacy of Vietnam* and Review of Bob Greene’s *Homecoming: When the Soldiers Returned from Vietnam*

Matterhorn on “What It Is Like to Go to War”

WEEK TWELVE: All-Volunteer Military

Mon, Nov 9 – Articles from *NYT* series: Amber Batura, “How Playboy Explains Vietnam”; Karl Marlantes, “Vietnam: The War That Killed Trust”; Garfinkel, “The Vietnam War Is Over. The Bombs Remain.”

Wed, Nov 11 – Linda Pershing and Margaret Yocom, “The Yellow Ribboning of the USA: Contested Meanings in the Construction of a Political Symbol”

Fri, Nov 13 – Patrick Smith, “American exceptionalism and American innocence: The misleading history and messages of the 9/11 Memorial Museum” and Michael Kimmelman, “Finding Space for the Living at a Memorial”

WEEK THIRTEEN: Current Issues

Mon, Nov 16 – Dexter Filkins, “Atonement: A troubled Iraq veteran seeks out the family he harmed,” Oct 22, 2012, *The New Yorker*.

Jenny Eliscu, “The Troubled Homecoming of the Marlboro Marine,” *Rolling Stone*, April 2008.

Brian Mockenhaupt, “I Miss Iraq. I Miss My Gun. I Miss My War,” *Esquire*, June 2007.

Wed, Nov 18 – Kayla Williams, “End Harassment at VA Hospitals” and “Women and the draft, what it means to be American”

Fri, Nov 20 – Kara Dixon Vuic, Chapter 6 in *The Girls Next Door*

WEEK FOURTEEN: Current Issues

Mon, Nov 23 – Quiz 2

Wed, Nov 25 and Fri, Nov 27 – **NO CLASS: Thanksgiving Break**

Final Exam (Final Drafts of Podcasts due): Fri, Dec 4 at 8:00am-10:00am

